DOCUMENT RESUME

ED 257 515 JC 850 290

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TITLE An Analysis of Selected Factors Influencing Enrollment Patterns.
INSTITUTION Lake City Community Coll., Fla.
PUB DATE Jun 85
NOTE 48p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *College Choice; Community Colleges; *Declining Enrollment; *Enrollment Influences; *Enrollment Trends; Questionnaires; Surveys; Two Year Colleges; Two Year College Students

ABSTRACT

This report presents an analysis of factors influencing enrollment patterns at Lake City Community College (LCCC; Florida) and recommends ways to increase enrollments at the college. Section I reviews the methods of collecting data for the report, which included interviews with key college personnel, an examination of social indicators such as census reports, and a survey of selected students at LCCC. Section II examines specific factors that may have influenced LCCC's declining enrollment patterns, focusing on financial aid; testing procedures; the delimiting date for veterans' benefits; enrollments at correctional institutes; the enrollment of correctional officers; media reports on the college; residence halls at LCCC; recruitment procedures; high school/college articulation; population projections; changes in employment statistics; and different requirements for the associate in arts degree at LCCC and other colleges. Next, section III recommends activities to increase enrollments; e.g., a community needs assessment; more emphasis on recruitment; expanded college literature; the use of county liaison officers; investigation of student registration/ attendance patterns; increased continuing education courses; more high school/college articulation; a review of general education requirements for the associate in arts degree; and an increased emphasis on the college's residence halls. A survey of student perceptions of the college and a list of strategies employed while collecting data are appended. (HB)

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AN ANALYSIS OF SELECTED FACTORS INFLUENCING ENROLLMENT PATTERNS

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Lake City Community College
June 1985

JC 850 290

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SECTION I

INTRODUCTION

This report focuses upon factors that may have influenced recent enrollment patterns at Lake City Community College (LCCC). Numerous community colleges in Florida and throughout the nation have experienced a general decline in enrollment in recent years. Similarly, the enrollment statistics at LCCC demonstrate that this college has undergone a general decline in enrollment since 1981-1982. Table I, which displays LCCC's enrollment statistics dating back to 1962-1963 delineates this trend. In addition to the loss of fall enrollment, fall FTE, annual enrollment, and annual FTE displayed in Table I, summer enrollments at LCCC have also shown a steady decline since 1981. One of the most apparent examples of this decline recently occurred in the University Parallel Division, where enrollment dropped from 630 headcount in III-A, 1984, to 371 headcount in III-A, 1985. This report will evaluate a few of the circumstances that have lead to these enrollment patterns.

Data employed while preparing this report were collected by using an informal combination of three research approaches: the key informant approach, the social indicator approach, and the survey approach. The key informant approach consisted of the writer selecting pertinent college personnel, and then interviewing these individuals in order to analyse their perceptions regarding LCCC's enrollment patterns. Individuals external to the college were also interviewed. The social indicator approach consisted of gathering selected data judged to be pertinent drawn from census reports and

various governmental agency reports. The survey approach was employed primarily to collect student perception data. The survey consisted of a written questionnaire completed by selected students currently enrolled at LCCC. A copy of the survey appears in Appendix A of this report. (The student perception survey is in progress at the time of this writing.) A list of specific strategies employed while collecting data appears in Appendix B.

TABLE I

STATISTICS FOR LCCC: FALL ENROLLMENT, FALL FTE, ANNUAL ENROLLMENT, ANNUAL FTE FOR 1962-1985.

YEAR	FALL ENROLL.	FALL FTE	ANNUAL ENROLL.	ANNUAL FTE
1962-63	879	368	469	326
1963-64	1046	444	1700	557
1964-65	1236	535	2050	616
1965-66	1668	737	2727	840
1966-67	1978	833	2484	1231
1967-68	1441	809	3453	1251
1968-69	2706	1293	4426	1460
1969-70	2312	1384	4282	1560
1970-71	2159	NA	NA	1852
1971-72	2824	1367	8798	1945
1972-73	2420	1359	8443	1877
1973-74	3184	887	4393	2308
1974-75	2534	919	5401	2470
1975-76	2712	1140	7904	2971
1976-77	2863	1179	9996	3029
1977-78	3212	1112	11523	2650.9
1978-79	2859	1001	12084	2633.3
1979-80	2866	1101	15932	2669.9
1980-81	3043	1088	15180	2819
1981-82	3192	1253	18137	2921.6
1982-83	2874	1187	9455	2816.9
1983-84	2035	908	6931	1381.3
1984-85	1946	880*	6441*	1700.0*

* = estimated

source: college records

SECTION II

ANALYSIS OF DATA

In this section, specific factors which may have influenced LCCC's declining enrollment patterns will be considered. Much of the information contained within this section consists of an interpretation and synthesis of observations made by others and of various data sources. Supporting documentation, when warranted and appropriate, is offered within the narrative.

Financial Aid

The financial aid situation at LCCC apparently has not had an appreciable effect upon enrollment. No evidence was located to suggest that fewer students were attending LCCC because of a decline in the availability of financial aid. In fact, evidence clearly suggested that over the last few years, financial aid resources were adequate. From 1983-1984 through 1984-1985, for example, more total money was awarded to fewer total students. In 1983-1984, 658 students received $370,724 in financial aid. In 1984-1985, 571 students received $409,680 in financial aid. Also the total number of applicants not receiving aid dropped from 386 in 1983-1984, to 263 in 1984-1985. These figures and others suggested that rather than the lack of financial aid lowering enrollments, declining enrollments may have conversely lowered the total number of students receiving aid.

Testing Procedures

This writer considered the supposition that state-mandated testing procedures might be discouraging students from attending LCCC. Specifically, I sought to determine if the provisions for CLASP and CLAST required to complete the A.A. degree were influencing enrollment patterns.

According to Testing and Counseling personnel, CLASP and CLAST has not significantly effected enrollment. It is projected, however, that the testing procedures associated with the so-called "college prep" program will affect future enrollment when this program is fully implemented. The number of students requiring remediation as a result of the screening devices inherent in "college prep" is expected to dramatically increase. Some observers suggest that as many as 40 percent of the incoming freshmen will require remediation following implementation of this program.

One factor related to testing procedures may have influenced past enrollment. This factor is the significant number of students who apply to take the placement test required for enrollment at LCCC (the ACT), and then fail to appear for the test administration. In one instance, this figure was as high as 45 percent of the students. Table II displays over a given time frame the number of students who applied to take the ACT, the number who actually took the ACT, and the percentage of those who applied for the test but who did not actually take the test. Information is needed regarding these students who apply for the ACT and who fail to take it.

TABLE II

NUMBER OF STUDENTS INVOLVED WITH THE ACT AT LCCC

TEST DATES	NUMBER OF STUDENTS SCHEDULED FOR ACT	NUMBER OF STUDENTS WHO TOOK ACT	PERCENTAGE OF ABSENTEE INDIVIDUALS
12-3-84	26	16	39%
12-4-84	26	18	31%
12-5-84	22	13	41%
12-15-84	32	19	41%
1-2-85	38	21	45%
1-3-85	38	36	5%

source: college records

Delimiting Date for Veterans

The delimiting date for veterans receiving educational benefits may be influencing LCCC's enrollment. Essentially, the delimiting date stipulates that veterans must use their benefits before ten years have elapsed since their discharge. Since the majority of Viet Nam veterans were discharged approximately ten years ago, this factor may be influencing enrollment among veterans at LCCC. The veteran enrollment at LCCC has decreased from over 800 in 1976-1977, to less than 100 in 1985.

Enrollment at Correctional Institutions

While it is beyond the scope of this report to explore the complex issues surrounding LCCC's service to correctional institutions, even the most casual observer could ascertain that any change in prison enrollment would significantly impact LCCC's enrollment. The legislature has recently enacted legislation that has impacted the enrollment of inmates at community colleges. This, in turn, has impacted the enrollment at LCCC. Table III indicates the relatively high number of inmates and patients in government operated institutions within our serving district.

TABLE III

INMATES AND PATIENTS IN GOVERNMENT OPERATED INSTITUTIONS: APRIL 1, 1983
LCCC's FIVE-COUNTY SERVING DISTRICT

County	INMATES AND PATIENTS
Baker	1,700
Columbia	356
Dixie	893
Gilchrist	396
Union	3,821

Note: Government-operated institutions are those operated by the U.S. Government, the Florida Department of Health and Rehabilitative Services, and the Florida Department of Corrections.

source: Florida Statistical Abstract: 1984

Enrollment of Correctional Officers

Another factor somewhat related to enrollment at correctional institutions is the enrollment at LCCC of correctional officers. Observers have reported a decline in the number of correctional officers attending LCCC. This decline may be related to the decline in federal funds (the LEEP Program) offered specifically for the training of correctional officers.

Media Influence

It is possible that controversial events involving LCCC's sports program have adversely influenced public relations in certain segments of the serving districts. This, in turn, may have some small effect upon enrollment. Of course, this is impossible to measure. A review of media coverage of LCCC did reveal, however, that a series of articles employing a somewhat derogatory tone toward the college did prominantly appear in a local newspaper.

It should be pointed out that LCCC has conversely received a series of very favorable releases recently. These favorable releases included articles concerning the "Pine Cone Festival," the DECA awards, the success of the softball team, and the economic benefits that the college brings to the

community. In describing the "Pine Cone Festival," for example, the local paper observed that the festival was an example of "the community college trying to embrace the community." It is conceivable that more favorable exposure of this nature would offset the possible adverse effects caused by unfavorable publicity.

Residence Halls

One relatively unique aspect of LCCC is the existence of our residence dorms. This writer knows of only one other comparable operation in the state. It appears that LCCC has not made full use of the potential inherent in this unique operation. Some observers have noted that with appropriate marketing techniques and an expanded mission, the residence halls could attract more full-time students to LCCC. A survey of residence hall students conducted in November 1984 supports this claim. Among other conclusions, the survey noted that 95 of 135 respondents said they would never have come to LCCC if a residence life program were not available.

Recruitment

Recruitment activities, by many observations, have not previously been as integral an aspect of LCCC's operation as they are at other comparable institutions. According to individuals internal and external to LCCC, recruitment should receive greater emphasis and wider staff participation than what has occurred in the past.

While recruitment has not apparently been heavily stressed at LCCC, other institutions have clearly done so. Since the effects of the so-called baby boom era have largely passed, competition for students has dramatically increased. As a result, various higher education institutions located outside LCCC's district have increased their recruitment activity occuring within the district. This increased recruitment activity emanating from institutions

outside the district, has in turn drawn students away from LCCC who might have otherwise attended the college.

It should be emphasized in this regard, however, that the demographic data describing LCCC's district suggested that recruitment is a difficult task in this area as it is in many primarily rural areas. One set of figures, for example, revealed that the educational attainment level for persons in all five counties is significantly below the state average. This, in turn, probably means that the educational aspirations are generally lower. Table IV displays this data. The special challenges inherent in recruiting within an area of relatively low educational attainment should be considered when planning specific recruitment activities.

TABLE IV

EDUCATIONAL ATTAINMENT: PERSONS AGED 25 AND OVER BY YEARS OF SCHOOL COMPLETED IN THE STATE AND LCCC's FIVE COUNTY SERVING DISTRICT.

LOCATION	TOTAL PERSONS	PERCENTAGE COMPLETING HIGH SCHOOL	PERCENTAGE COMPLETING 4 OR MORE YEARS OF COLLEGE
Florida	6,250,125	66.7	14.9
Baker	8,222	50.7	5.7
Columbia	19,917	58.9	9.3
Dixie	4,675	49.4	4.9
Gilchrist	3,337	56.5	7.1
Union	6,371	56.9	5.9

source: Florida Statistical Abstract: 1984

High School/College Articulation

Closely related to the topic of recruitment is high school/college articulation, which also needs to be re-examined. The percentage of graduates from Bell, Dixie, Trenton, and Union High Schools who enrolled at LCCC from 1980 to 1983 has steadily decreased. Only at Baker and Columbia High Schools have these percentages increased, and these figures have been relatively

slight (2.0 and 2.0 respectively). It should also be noted in this regard that in four of the five counties the total number of high school graduates continuing their education falls below the state average. Table V, in the far right column, displays this information.

A significant number of high school students in Dixie and Gilchrist counties, according to high school personnel, apparently identify more with Santa Fe Community College (SFCC) than with LCCC. This may occur in part because of geographic reasons, but other controllable reasons may also be defined. These and other concerns involving high school/college articulation should be addressed.

TABLE V

PUBLIC HIGH SCHOOL GRADUATES: GRADUATES BY TYPE OF DIPLOMA, 1983, AND BY TYPE OF POST-SECONDARY INSTITUTION ENTERED, 1983-84, IN THE STATE AND IN COUNTIES IN LCCC's SERVING DISTRICT

	GRADUATES RECEIVING										
	STAN-	SPE-	COMMUNITY COLLEGES		FLORIDA COLLEGES AND UNIVERSITIES		OUT-OF STATE COL-			TOTAL GRADUATES CONTINUING EDUCATION	
	DARD	CIAL					LEGES AND	TECHNICAL TRADE AND OTHER			PER
	DIP-	DIP-		PRI-	PUB-	PRI-	UNI-	IN	OUT OF		CENT-
COUNTY	LOMAS	LOMAS	PUBLIC	VATE	LIC	VATE	VERSITIES	STATE	STATE	NUMBER	AGE
Florida	85,505	1,366	22,293	371	9,833	2,654	6,320	3,782	827	46,080	53.0
Baker	194	12	30	0	15	0	0	5	0	50	24.3
Columbia	415	9	146	0	24	0	23	53	0	246	58.0
Dixie	74	4	12	1	3	0	0	0	16	16	20.5
Gilchrist	98	1	34	1	5	5	4	0	0	49	49.5
Union	54	0	15	0	2	0	1	1	0	19	32.2

source: Florida Statistical Abstract 1984

It should be noted that high school personnel in our district projected that the number of individuals graduating from their institutions will remain static or perhaps decline. This trend is projected to continue for at least

the next five years.

Population Projections By Age

Population projections for our counties tend to support the prediction that there will be little growth in the numbers of high school graduates. The age groups that would normally feed the high schools (0-14 and 15-24) are projected to experience relatively little growth through the year 2000. Table VI displays population projections by age in the state and the five counties in LCCC's serving district.

The trends revealed in the population projections of LCCC's district reflect the larger national trend toward an older population. Figure I reveals the general decline in the percent change for the age group 17-25 on a national basis. Nationally, as well as within LCCC's serving district, the decline in growth of younger age groups and the increase in growth of older age groups has influenced enrollment patterns.

TABLE VI

POPULATION PROJECTIONS: CENSUS COUNTS, APRIL 1, 1980, and PROJECTIONS, April 1, 1985, 1990, and 2000 BY AGE IN THE STATE AND THE FIVE COUNTIES IN LCCC's SERVING DISTRICT

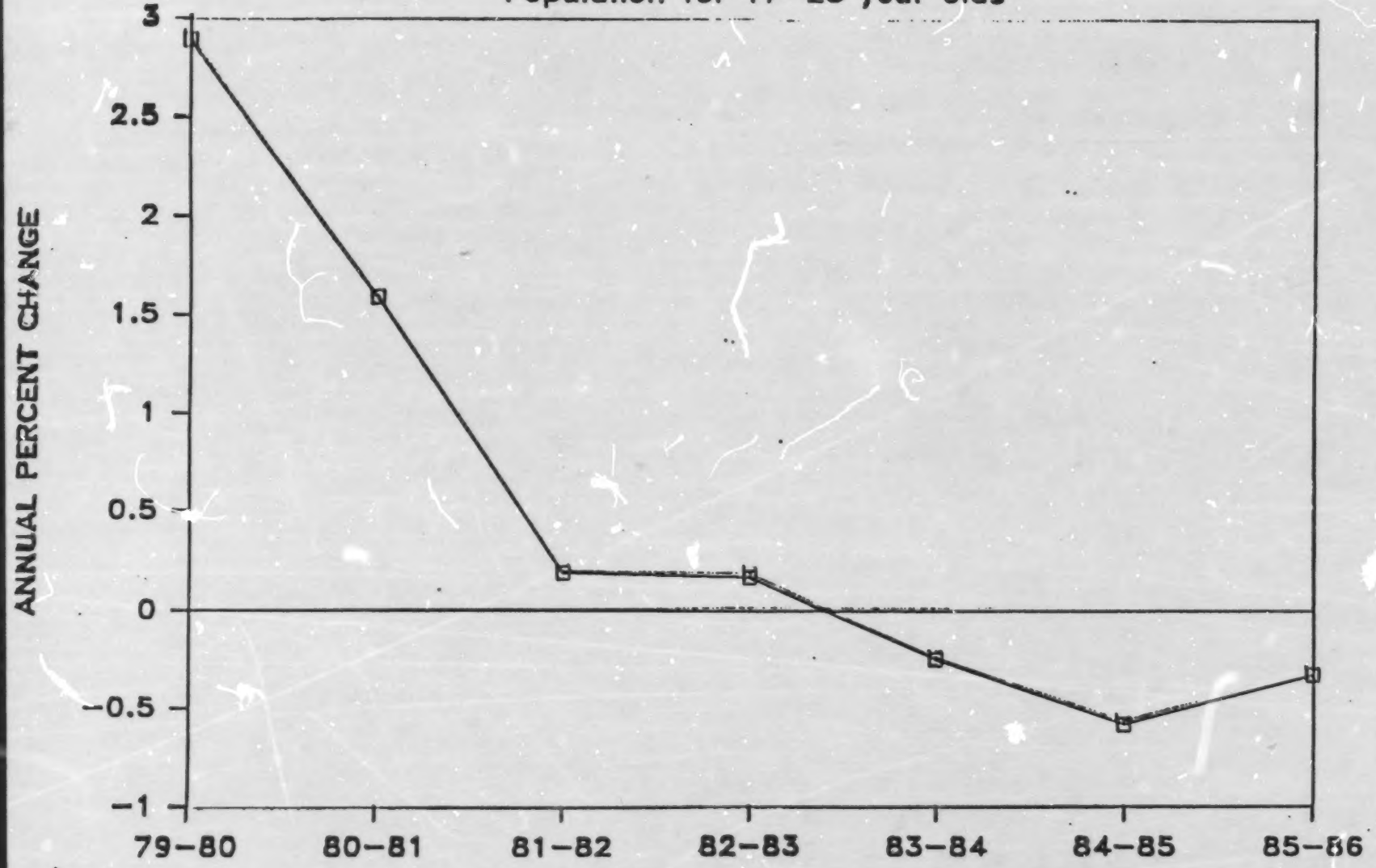
LOCATION AND AGE	CENSUS 1980	1985	PROJECTION 1990	2000
FLORIDA	9,746,324	11,195,600	12,623,853	15,052,525
0-14	1,876.774	2,088,854	2,295,392	2,579,919
15-24	1,622,767	1,615,094	1,603,384	1,774,877
25-44	2,450,189	3,102,203	3,743,871	4,191,734
45-64	2,109,021	2,325,536	2,535,862	3,588,126
65 AND OVER	1,687,573	2,063,812	2,445,344	2,917,870
18 AND OVER	7,386,688	8,633,450	9,866,103	11,917,943
BAKER	15,189	17,540	19,687	23,950
0-14	4,149	4,612	5,061	5,856
15-25	2,918	3,042	3,175	3,571
24-44	4,266	5,327	6,319	7,379
45-64	2,616	3,037	3,436	5,009
65 AND OVER	1,340	1,522	1,697	2,135
18 AND OVER	10,265	12,019	13,680	16,961
COLUMBIA	35,399	40,051	45,113	53,216
0-14	9,034	10,040	11,153	12,201
15-24	6,446	6,414	6,471	7,413
25-44	9,366	11,470	13,470	15,194
45-64	6,958	7,732	8,589	11,956
65 AND OVER	3,595	4,394	5,230	6,303
18 AND OVER	24,285	27,961	31,911	38,457
DIXIE	7,151	9,526	11,176	13,969
0-14	1,796	2,059	2,280	2,637
15-24	1,280	1,390	1,463	1,631
25-44	2,057	2,687	3,296	3,846
45-64	1,681	2,073	2,439	3,647
65 AND OVER	937	1,318	1,698	2,209
18 AND OVER	5,504	7,109	8,445	10,772
GILCHRIST	5,767	7,414	8,997	11,683
0-14	1,337	1,692	2,030	2,589
15-24	1,093	1,207	1,295	1,572
25-44	1,439	2,030	2,618	3,309
45-64	1,264	1,617	1,955	2,773
65 AND OVER	634	868	1,099	1,441
18 AND OVER	4,000	5,274	6,513	8,504
UNION	10,166	10,895	11,797	13,341
0-14	1,657	1,780	1,931	2,000
15-24	2,158	2,154	2,185	2,519
25-44	4,181	4,666	5,224	5,816
45-64	1,561	1,646	1,757	2,344
65 AND OVER	609	649	700	762
18 AND OVER	8,018	8,628	9,375	10,805

source: U.S. Census

FIGURE I

ANNUAL PERCENT CHANGE

Population for 17–25 year olds



Unemployment Statistics and Enrollment

It has been demonstrated that unemployment rates influence enrollment at community colleges. Generally when unemployment decreases, enrollment decreases as well. This seems to be true for the nation as well as the state. Figure II displays this trend within the state of Florida.

The unemployment rate in our district has shown a general decline since 1983. Table VII displays the unemployment statistics for our district. A slight correlation can be noted when LCCC's fall FTE enrollments are compared to unemployment statistics drawn from this district. Figures III through VII chart this correlation. While no direct cause/effect relationship can be proven, it is entirely possible that the general decline in the unemployment rate in LCCC's district has influenced the enrollment trends at the college. The most striking correlation occurs between 1983 and 1984. In every county except Baker during that particular time period, a rather sharp decrease in unemployment runs generally parallel to a rather sharp decrease in LCCC enrollment.

TABLE VII

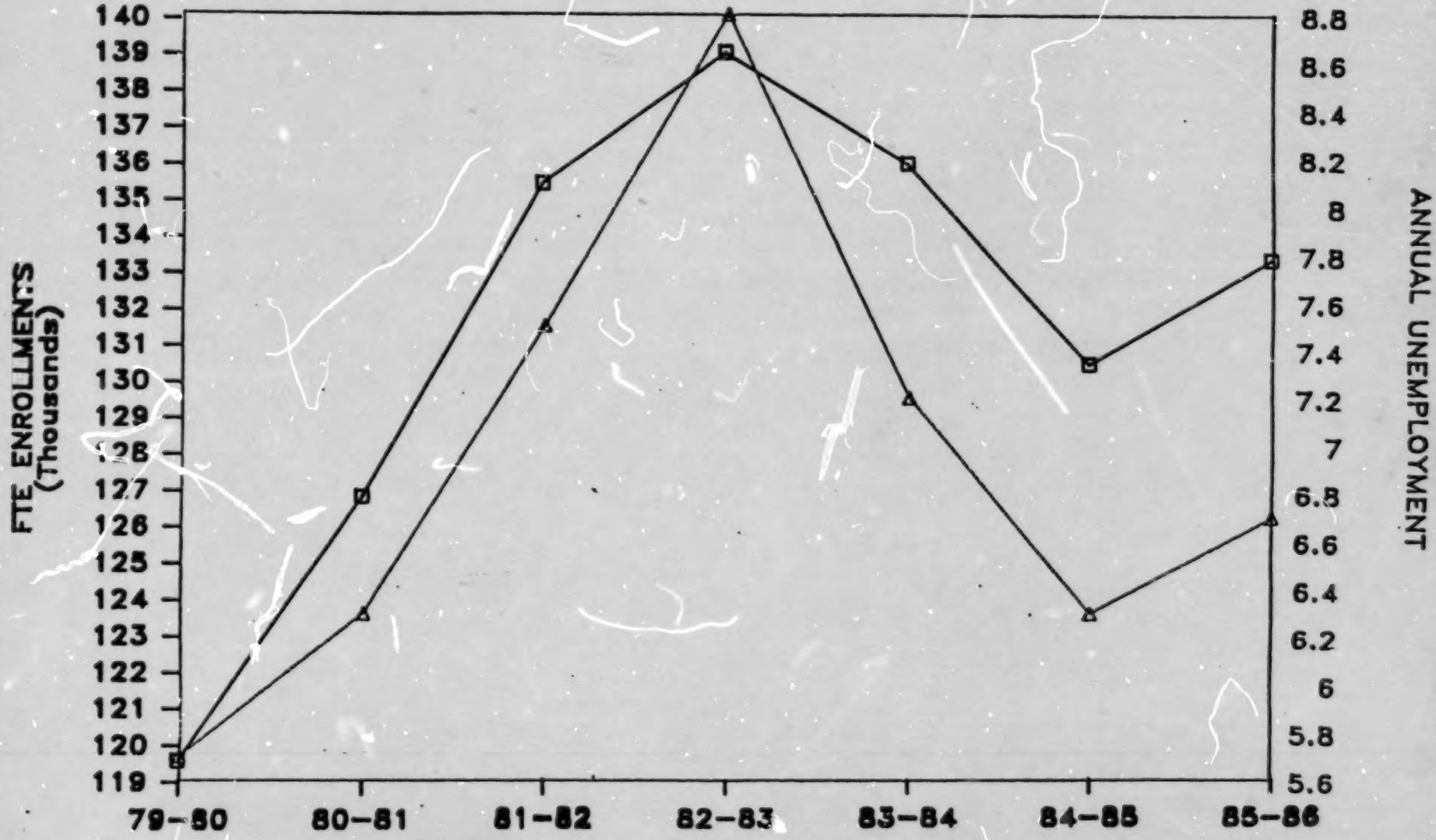
UNEMPLOYMENT STATISTICS FOR LCCC'S FIVE COUNTY AREA

COUNTY	PERCENTAGE UNEMPLOYED				
	1981	1982	1983	1984	FIRST THREE MONTHS IN 1985
BAKER	4.3	5.3	7.5	7.9	6.9
COLUMBIA	6.4	8.4	9.7	6.5	6.5
DIXIE	8.1	7.4	8.7	6.2	7.4
GILCHRIST	5.1	6.7	7.4	5.5	5.2
UNION	1.9	3.0	3.5	2.6	2.8

source: Florida Statistical Abstract: 1984 and Department of Labor

FIGURE II

FTE ENROLLMENTS IN COMM. COLLEGES



source: Florida Association of Community Colleges

FIGURE III

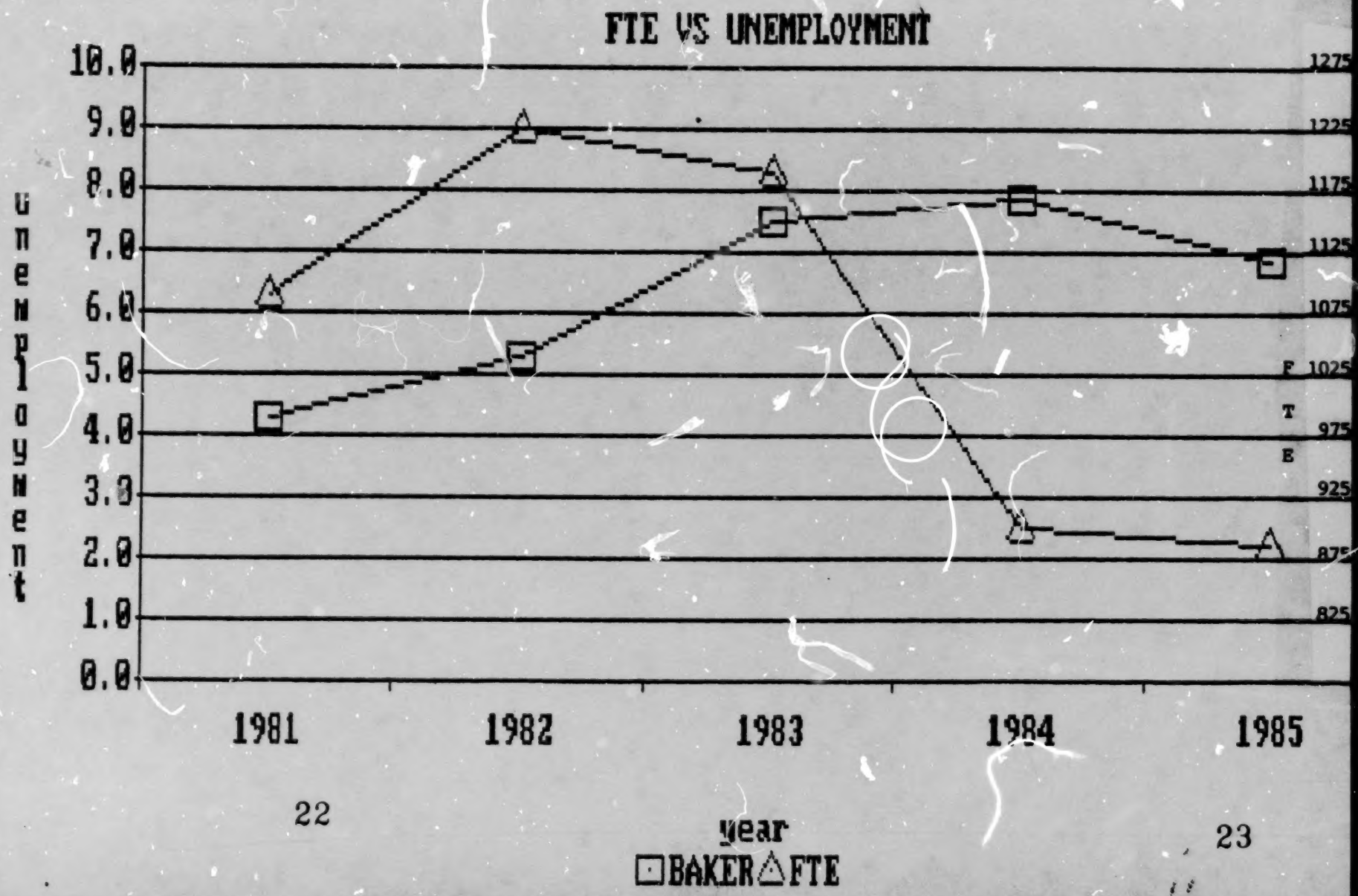

FTE VS UNEMPLOYMENT
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FIGURE IV

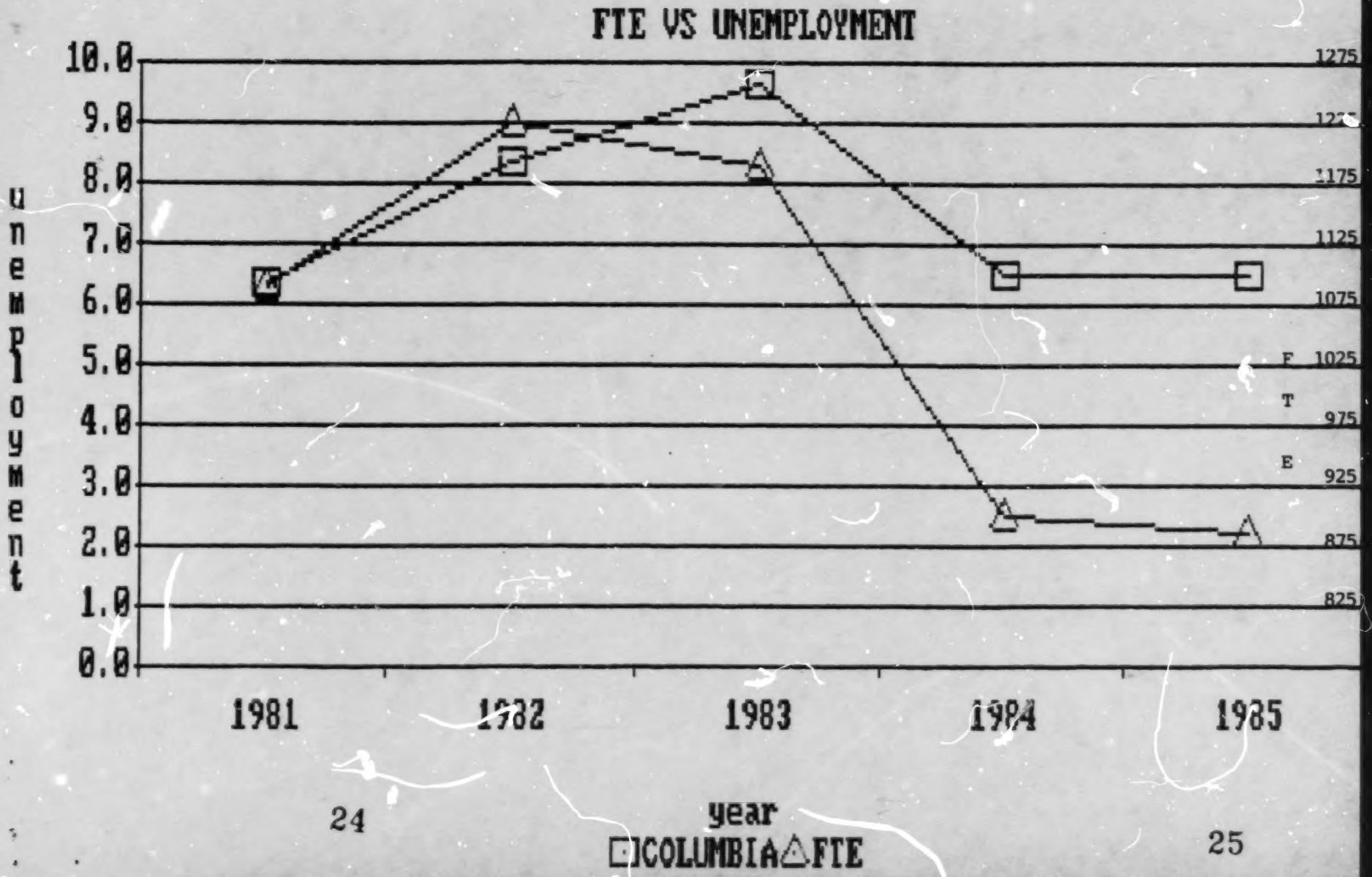
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FIGURE V

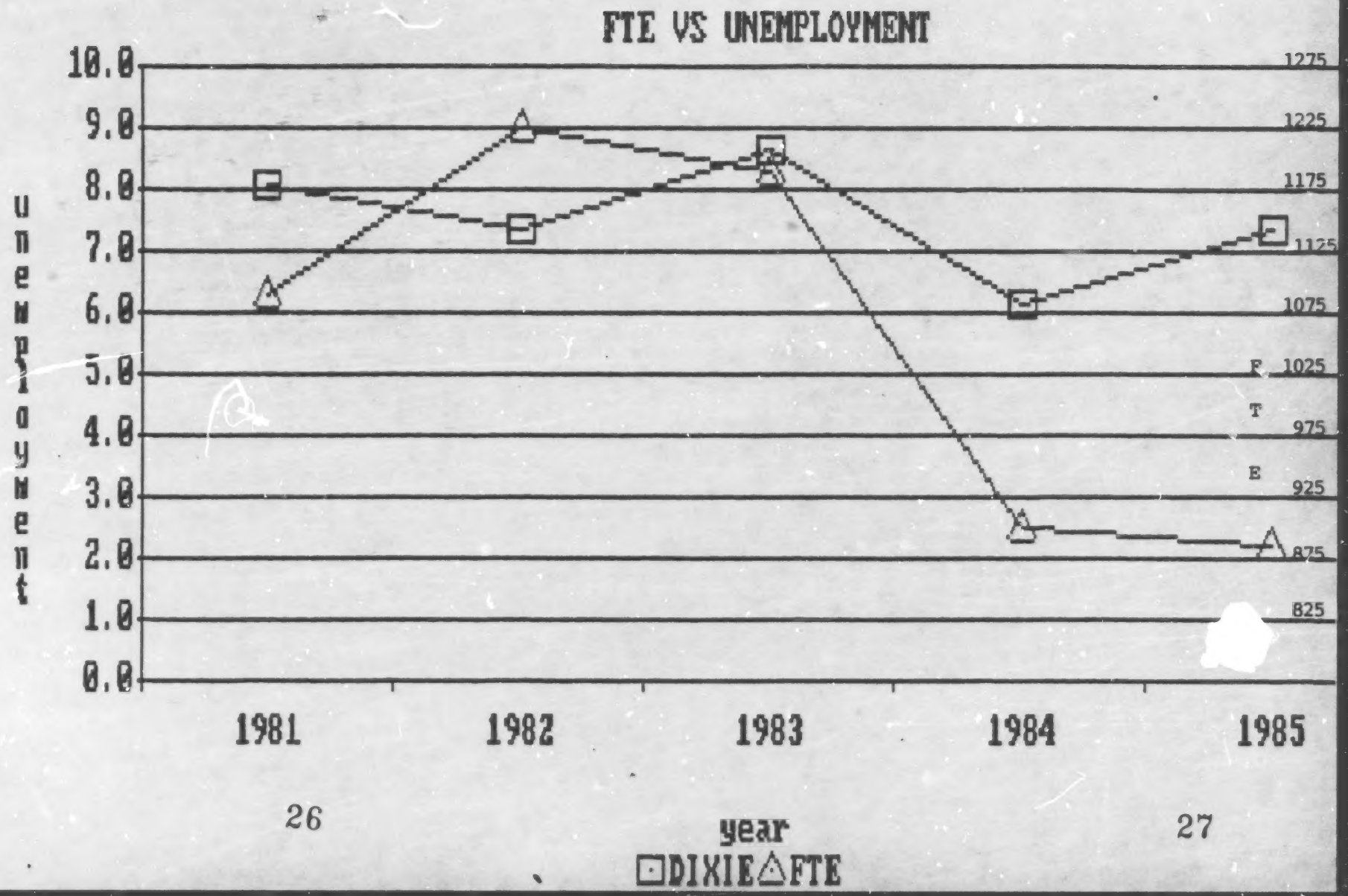
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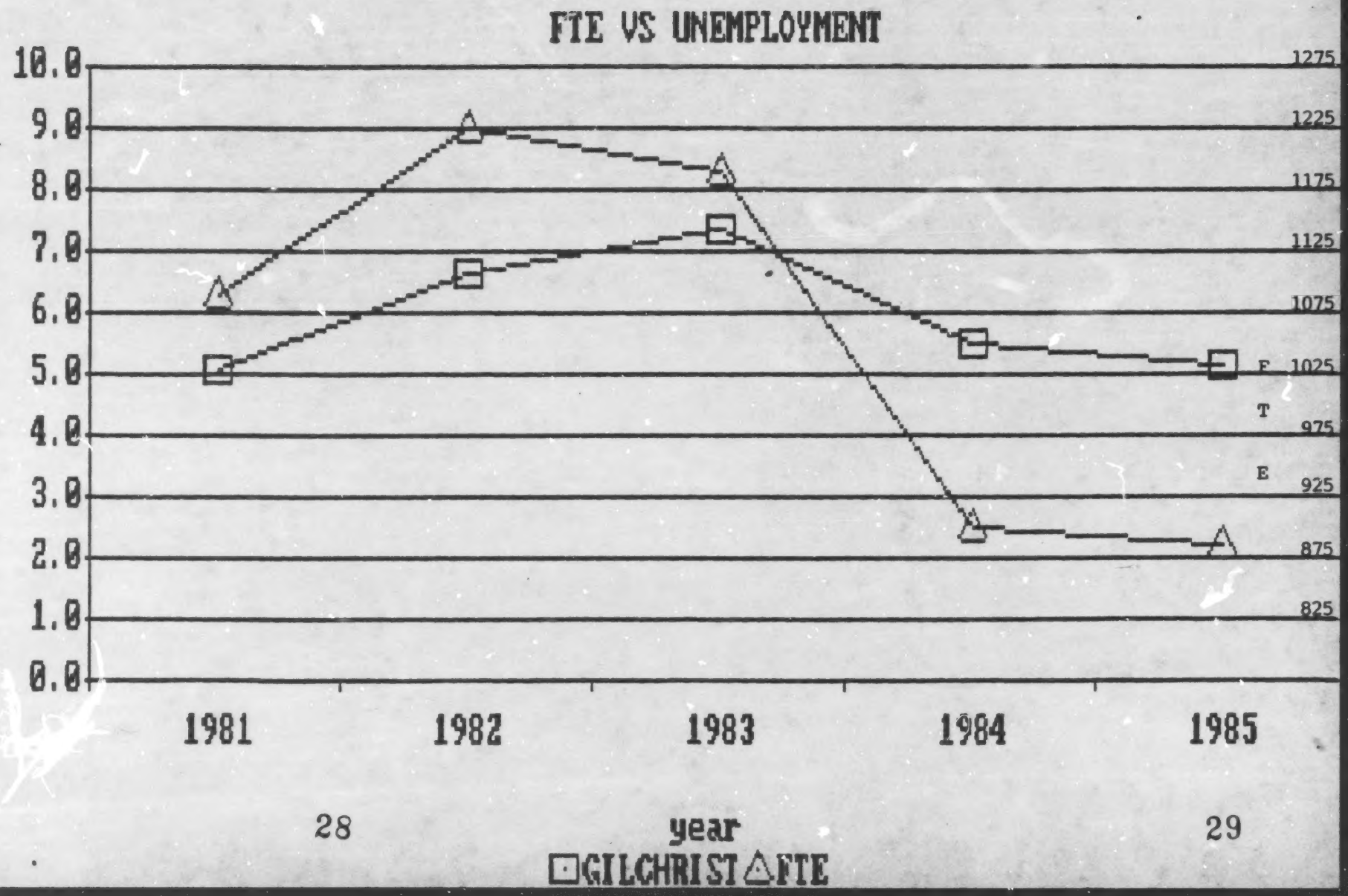
FIGURE VI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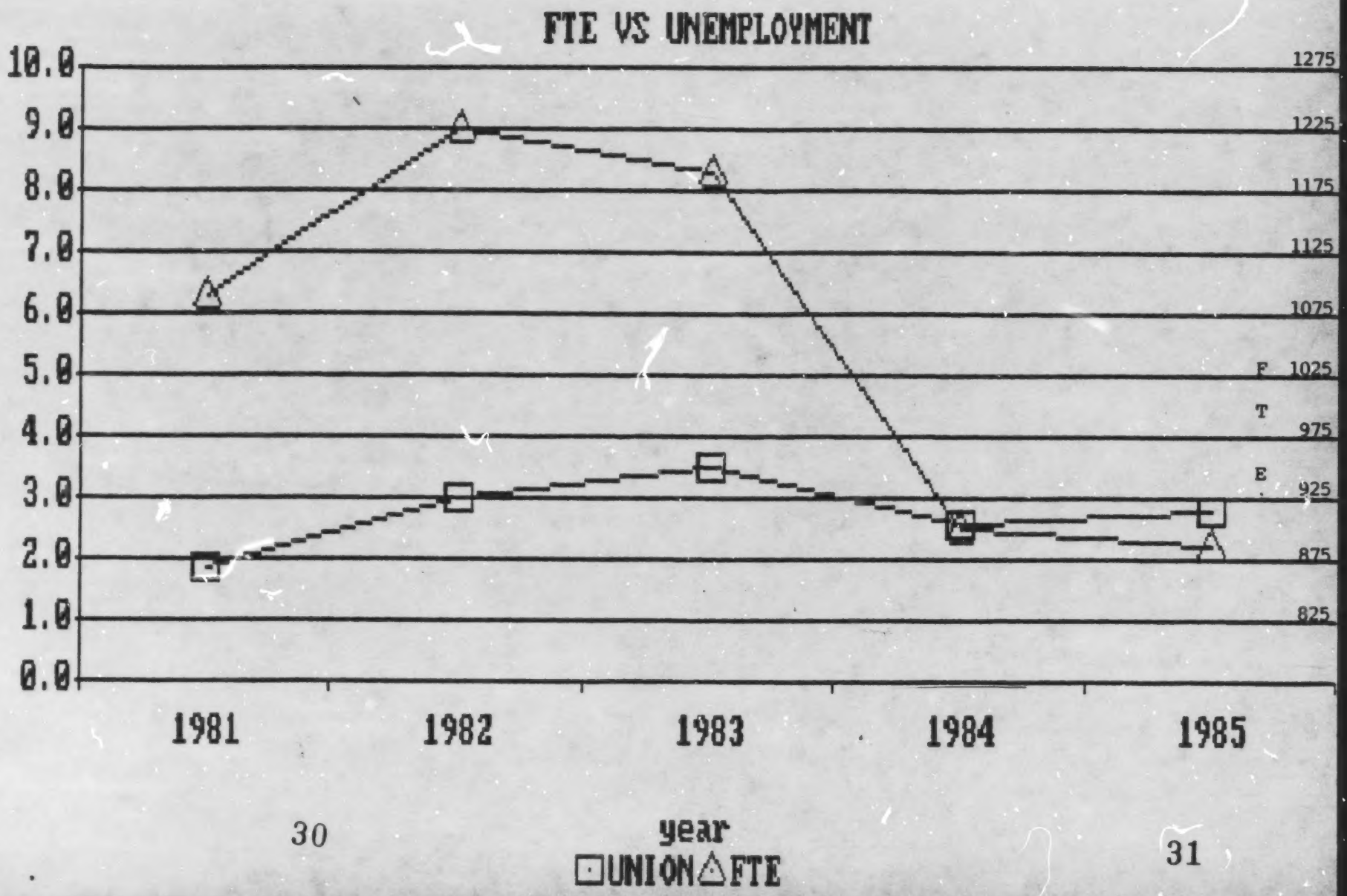
825
F
T
E
1981
1982
1983
1984
1985
28
year
29
GILCHRIST
FTE

FIGURE VII


FTE VS UNEMPLOYMENT
10.0
9.0
8.0
7.0
6.0
5.0
4.0
3.0
2.0
1.0
0.0
unemployment
1275
1225
1175
1125
1075
1025
975
925
875
825
F
T
E
1981
1982
1983
1984
1985
year
□UNION△FTE

Associate of Arts Degree Requirement

It is possible that discrepancies between the Associate of Arts Degree requirements at LCCC and those at other comparable institutions have influenced enrollment patterns. If students generally prefer more electives and less required general education courses, then LCCC's policy may discourage students from attending. If this assumption is true, it would certainly have the most significant impact upon enrollments in the University Parallel Division.

The Associate of Arts Degree requirements at LCCC include 49 semester hours of general education and 15 elective credits for a total of 64 semester hours. By comparison, SFCC requires 45 semester hours of general education with 19 semester hours of electives.

Table VIII displays LCCC requirements for the A.A. degree with those of other selected community colleges in Florida.

TABLE VIII

LCCC REQUIREMENTS FOR THE A.A. DEGREE COMPARED WITH THE REQUIREMENTS OF OTHER SELECTED FLORIDA COMMUNITY COLLEGES.

COLLEGE	GENERAL EDUCATION REQUIREMENTS	ELECTIVES
LCCC	49	15
CFCC	39	25
ECC	41	19
GCCC	45	20
LSCC	36	28
NFJC	40	24
PHCC	40	24
SFCC	44	20

source: Most Current College Catalogs Available

This section has dealt with several factors that influence LCCC's enrollment. It should be emphasized that given the time constraints inherent in this project, no attempt was made to be scientific or comprehensive. The intent was to provide a broad overview that might prompt further study and

eventual constructive change.

It also should be emphasized, once again, that enrollment declines have not been unique to LCCC. Community colleges as well as other institutions of higher education across the state and nation have experienced tendencies toward enrollment loss over the last few years. A portion of the enrollment trends at LCCC should be seen as part of an inevitable societal trend currently being experienced throughout higher education.

SECTION III

RECOMMENDATIONS

This section will include a brief discussion of activities that would increase enrollment. No attempt has been made to prioritize these activities. Some of the suggestions are of a very general nature and others apply to a specific subsystem of the institution.

Community Needs Assessment

More information concerning LCCC's clientele should be collected. This information should be gathered through an organized community needs assessment. Ideally, this needs assessment should be coordinated by someone (or a small committee) who reports directly to the President. Once collected, this information should be continuously updated and utilized in the planning of LCCC's various activities, delivery systems, operational strategies, and public relations initiatives. The central goal of this needs assessment project should be to obtain information necessary to assure congruence between services and activities required by the college's clientele and those actually provided by the college.

As part of the needs assessment project, a mathematical formula for projecting enrollments should be created. This formula should include significant variables that influence enrollment within our district.

Orientation

More emphasis should be placed upon orientation activities especially as they relate to high school students. Administration, faculty, and staff

should become involved in the regular orientation visits made by high school students to our campus. More structured presentations by various administrators and faculty concerning specific programs would be helpful.

Recruitment

In general, more emphasis should be placed upon recruitment. Having a full-time staff recruiter regularly traveling throughout LCCC's serving district is of prime importance.

The recruiter should plan regularly scheduled visits to the high schools in LCCC's district. For instance, a recruiter might want to be at Baker County High School on the first Tuesday of every month. High school personnel should know when a representative from LCCC will be on their campus prior to the actual visit. Visitation to high schools should be intensified during the Spring semester.

College Literature

LCCC should expand the literature used to disperse information regarding the college. The booklet currently being developed within the Division of Student Services should be helpful in this regard. A systematic and computerized follow-up program for those making inquiries about LCCC should be initiated. A series of pertinent documents should be sent in a timely and professional manner to individuals requesting information.

Representatives from each program/department within the college should write a generic letter describing their respective programs. These letters should then be transcribed onto a word processor and, in turn, individually addressed and sent to individuals requesting specific information about a specific program.

County Liason Officers

Five top-level administrators should be selected as relatively permanent

liason officers. Each of these administrators should be assigned a specific county in LCCC's serving district in which they would serve in this capacity. The duties of these liason officers should include the promotion of open communication, of constructive public relations, and, in general, of healthy rapport between the institution and the respective counties.

The five liason officers should make extra efforts to establish rapport with prominent leaders in their respective county. Influential teachers within the local high schools especially should receive regular communication from LCCC's liason officers.

Absentee Individuals for Placement Test

A follow-up study should be conducted on those who register to take the ACT placement test but who fail to eventually take the test. Activities should be considered that would encourage future applicants to complete the process by taking the test. Perhaps something as simple as a postcard sent as a reminder to those who have registered would be helpful.

Continuing Education

It has been projected that within LCCC's serving district, the percentages of individuals in older age categories will grow. Continuing education programs at comprehensive community colleges have historically served significant numbers of older students. It may be appropriate at LCCC, therefore, to consider an expanded emphasis on continuing education in the future years.

It should be noted that growth in continuing education is clearly limited because the adult education programs reside within the authority of the local school boards. Growth in certain off-campus programs may not, therefore, be feasible. Expanded course offerings on campus and at the downtown center, however, may, eventually be realized.

High School/College Articulation

Maintaining good rapport with the high schools in LCCC's district should be an important institutional goal. The previously mentioned activities of appointing county liason officers, initiating a more structured orientation, and emphasizing recruitment activities should help in this regard. Every effort should be made to establish direct communication with high school principals and especially influential teachers.

Course Requirements and Course Offerings

Academic decision makers should review the general education requirements required for the A.A. Degree. Additionally, the time, location, and availability of courses might require adjustment following the collection and analysis of information gathered during the community needs assessment also recommended in this section.

Residence Halls

It is possible that with an increased emphasis upon our residence halls, FTE enrollment might grow. This increased emphasis could include the development of a residence life program organized by a professional staff person, the upgrading of facilities, and the intensified dispersal of residence hall information or other related activities.

In conclusion, it should be emphasized that enrollment patterns are influenced by a complex series of variables. Some of these variables are controllable and some are not. The writer recognizes, therefore, that there are no fast and simple solutions to long range enrollment decline. With dedicated effort, however, positive change can occur.

APPENDIX A

STUDENT PERCEPTION SURVEY

LAKE CITY COMMUNITY COLLEGE
LAKE CITY, FLORIDA 32055
TELEPHONE 752-1822

June 10, 1985

Dear Student:

The faculty and administration of Lake City Community College are continuously striving to meet the educational needs of students. As part of an effort intended to help us better serve our student population, we are conducting a Student Perception Survey. Would you please assist us in this effort by responding to the attached questionnaire? Your responses will help us to evaluate our current programs and to make any necessary changes.

Please do not identify yourself by name on the survey form. Responses on individual questionnaires will be kept confidential. When completed, please return your questionnaire in the enclosed envelope as soon as possible.

Thank you for your assistance in this matter.

Sincerely,

James Heck
Policy Analyst

JH/jh

enclosures (2)

STUDENT PERCEPTION SURVEY

[A] 1. What was your primary objective in attending Lake City Community College (LCCC)? (check one)

[ ] improvement of existing "job skills"
[ ] preparation for "job to be obtained"
[ ] transfer to a four year college
[ ] personal interest
[ ] other _____

_____

[B] 2. When do you expect to complete your educational goal at LCCC? (check one)

[ ] this semester
[ ] next semester
[ ] year from now
[ ] two years from now
[ ] not at all (explain) _____

_____

[C] 3. How many semesters have you attended LCCC? (check one)

[ ] less than one
[ ] one semester
[ ] two semesters
[ ] three semesters
[ ] four semesters
[ ] more than four semesters

[D] 4. Which of the following best describes your student status? (check one)

[ ] full-time student - day
[ ] full-time student - day and evening
[ ] part-time student - evening
[ ] part-time student - day
[ ] part-time student - day and evening
[ ] full-time student - evening

[E] 5. What is your current program emphasis? (check one)

[ ] occupational (one year certificate)
[ ] technical (A.S. Degree)
[ ] university parallel (A.A. Degree)
[ ] other (explain)_____

_____

[F] 6. Are you planning to attend LCCC in the Fall 1985? (check one)

[ ] Yes [ ] NO

If "NO" indicate your principal reason for not returning to our college. (check all that apply)

7. [ ] completed needed courses
8. [ ] transferring to another institution
9. [ ] found a job related to the courses completed at LCCC
10. [ ] found a full-time job
11. [ ] conflicting job hours with school hours
12. [ ] change of residence
13. [ ] financial reasons
14. [ ] grade problems
15. [ ] personal and/or family problems
16. [ ] dissatisfied with instruction at LCCC
17. [ ] unsure of educational goals at this time
18. [ ] college studies too time-consuming
19. [ ] courses not available at convenient time
20. [ ] other (explain _____

_____

[G] 21. Which statement best describes your feelings about your educational experiences at our college? (check one)

[ ] very satisfied
[ ] satisfied
[ ] disappointed
[ ] very disappointed

COMMENTS: _____

_____

_____

[H] Please rate overall the course(s) taken THIS SEMESTER according to how well they fulfilled your individual needs. (circle appropriate number)

	very good	good	poor	very poor	Not Appro-priate
22. quality of instruction	1	2	3	4	5
23. grading/testing	1	2	3	4	5
24. instructor interest	1	2	3	4	5
25. content of course(s)	1	2	3	4	5
26. instructional media	1	2	3	4	5
27. class size	1	2	3	4	5
28. textbook(s)	1	2	3	4	5
29. availability of instructor in office or lab	1	2	3	4	5
30. individualized help	1	2	3	4	5
31. reasonable assignments	1	2	3	4	5

COMMENTS: _____

_____

[I] 32. Which statement best describes your preference of instructional methods? (check one)

[ ] lectures (listening and notetaking)
[ ] lectures supplemented with audio-visual presentations (listening and seeing)
[ ] lectures supplemented with demonstrations and hands on experiences (seeing, listening, and doing)
[ ] self-study (independent study--hands on, reading and doing at your own pace)
[ ] lectures supplemented with independent study
[ ] group directed activities (class run by student(s) -- small group discussion and problem solving)
[ ] other (describe) _____

_____

[J] 33. Were the courses which you took THIS SEMESTER offered in the instructional method which you prefer? (This question relates to Question 32) (check one)

[ ] all courses
[ ] several of the courses
[ ] only one course
[ ] not any of the courses

What courses or educational programs not currently offered at LCCC would you like to see the college offer?_____

_____

_____

[K] 34. Who are the people who have been most helpful to you THIS SEMESTER? (check one only)

[ ] instructors
[ ] counselors
[ ] fellow students
[ ] paraprofessionals (lab staff, assistants)
[ ] other (explain) _____

[L] 35. On the average how much time do you spend each week studying or reading for <u>each</u> of your courses? (check one)

[ ] not any
[ ] less than two hours
[ ] two to four hours
[ ] four to six hours
[ ] six or more

[M] 36. How many courses are you taking THIS SEMESTER? (check one)

[ ] one course
[ ] two courses
[ ] three courses
[ ] four courses
[ ] five courses
[ ] more than five courses

37. What do you think your average grade will be THIS SEMESTER?

[ ] A
[ ] B
[ ] C
[ ] D
[ ] I do not know

38. Which one of the below best describes your employment status?

[ ] employed full-time
[ ] employed part-time
[ ] unemployed - not seeking employment
[ ] unemployed - seeking employment

[N] Please rate all the college services listed below according to how well they fulfilled your individual needs. (circle appropriate number for each statement)

		NOT USED	VERY GOOD			VERY POOR	NOT NEEDED
39.	financial aid	1	2	3	4	5	6
40.	counseling	1	2	3	4	5	6
41.	audio visual center	1	2	3	4	5	6
42.	veterans services	1	2	3	4	5	6
43.	library	1	2	3	4	5	6
44.	health services	1	2	3	4	5	6
45.	new student orientation	1	2	3	4	5	6
46.	administrative offices	1	2	3	4	5	6
47.	individualized learning lab	1	2	3	4	5	6
48.	admissions	1	2	3	4	5	6
49.	student newspaper	1	2	3	4	5	6
50.	student recreational activities	1	2	3	4	5	6
51.	security	1	2	3	4	5	6
52.	housing	1	2	3	4	5	6
53.	pre-registration	1	2	3	4	5	6
54.	regular registration	1	2	3	4	5	6
55.	bookstore	1	2	3	4	5	6
56.	parking facilities	1	2	3	4	5	6
57.	phone service	1	2	3	4	5	6
58.	career center	1	2	3	4	5	6
59.	food service	1	2	3	4	5	6
60.	building and maintenance	1	2	3	4	5	6
61.	personnel offices	1	2	3	4	5	6
62.	student government activities	1	2	3	4	5	6

Which services not included above would you like to see the college offer? _____

_____

_____

COMMENTS: (about the above or any other not mentioned)

_____

_____

_____

_____

[O] 63. Would you prefer to enroll in LCCC classes offered

a.	on campus	[ ]	yes	[ ] no
b.	off campus near your home	[ ]	yes	[ ] no
c.	combination of on and off campus	[ ]	yes	[ ] no

[P] 64. From where do you receive most of your information about LCCC? (check one)

[ ] conversation with friends and neighbors
[ ] television
[ ] newspaper
[ ] radio
[ ] organizations to which you belong
[ ] high school counselors, faculty, or administrators
[ ] other

[Q] 65. How would you rate your reaction to sporting events at LCCC? (check one)

[ ] very satisfied
[ ] satisfied
[ ] adequate
[ ] dissatisfied
[ ] very dissatisfied
[ ] I have not attended a sporting event.

COMMENTS _____

_____

_____

[R] 66. How would you rate your reaction to cultural events at LCCC? (check one)

[ ] very satisfied
[ ] satisfied
[ ] adequate
[ ] dissatisfied
[ ] very dissatisfied
[ ] I have not attended a cultural event.

COMMENTS:_____

_____

_____

THE FOLLOWING INFORMATION WILL HELP US IN ANALYZING THE RESPONSES OF ALL STUDENTS BY DIFFERENT CATEGORIES.

It is necessary that you answer the following questions in order that we have a valid study. Responses on individual questionnaires will be kept confidential.

[S] 67. What is your sex?

[ ] Male
[ ] Female

68. Please check your age category.

[ ] less than 20 years of age
[ ] 20 - 26 years of age
[ ] 27 - 35 years of age
[ ] 36 - 45 years of age
[ ] over 45 years of age

69. With which of the following ethnic groups do you identify?

[ ] American Indian or Alaskan native
[ ] Black
[ ] White
[ ] Hispanic
[ ] Asian or Pacific Islander

70. Are you physically handicapped?

[ ] Yes
[ ] No

Please use the following space to write any comments that you feel would assist the faculty, staff, and administration in better meeting your educational needs.

LAKE CITY COMMUNITY COLLEGE IS AN EQUAL OPPORTUNITY EMPLOYER--AN EQUAL EDUCATIONAL OPPORTUNITY COLLEGE.

APPENDIX B

LIST OF STRATEGIES EMPLOYED WHILE COLLECTING DATA

Specific activities included the following:

1. interviewing pertinent LCCC personnel, such as the Acting Deans of University Parallel, Director of Admissions, Dean of Students, Director of Information Services, Registrar, Director of Administrative Data Processing, Dean of Continuing Education, Testing Center Personnel, Business Manager, and others as deemed appropriate;

2. reviewing available student enrollment data;

3. reviewing statistics concerning non-returning students;

4. examining student perceptions of the college through a survey or other appropriate means;

5. examining high school/college articulation;

6. reviewing media coverage related to LCCC;

7. interviewing counselors, coordinators and other personnel from high schools within LCCC's serving district;

8. examining available data on employment trends in the serving district in order to determine any existing correlations between employment and enrollment; and

9. interviewing representatives from major employers in the district, (i.e., Occidental), in order to project future employment patterns.

ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
University of California
Los Angeles, California 90024

JUL 19 1985